

Combined P.A. 25 Annual Report and NCLB Report Card Checklist

- School districts must prepare and publicly disseminate the report no later than beginning of 2003-04 school year to all schools and parents of all students.
- Required information for district and each individual school building includes:

Assessment Data

- Aggregate student achievement at each proficiency level on state assessments.
- Student achievement at each proficiency level disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged. The federal requirement is to report this data only when it is statistically sound. The Michigan Department of Education recommends reporting on subgroups where the size is more than 30. (Thirty students in the school or thirty students across the district per grade level tested.)
- Percentage of students not tested, disaggregated by each group (if statistically sound).
- Most recent 2-year trend in achievement in each subject area and for each grade level.
- Report of each individual school results of locally administered student competency tests and/or nationally normed achievement tests. This should include data from the assessments for students in grades 1-5 as required by section 1280b of the School Code (PA 25).

Adequate Yearly Progress (AYP) Data

- Aggregate information on other indicators (graduation rate and student attendance) used to determine AYP.
- AYP information, including number, names, and percentage of Title I schools identified for school improvement, and how long identified.
- Comparison between actual achievement of each group (excluding gender and migrant) and state's annual measurable objectives. The state's objectives for 2002-03, expressed as the percent of students considered proficient, are:

	Elementary	Middle School	High School
English Language Arts	38%	31%	42%
Mathematics	47%	31%	33%

Proficient is defined as students scoring in levels 1 or 2 (exceeds Michigan standards or meets Michigan standards) on MEAP or Surpassed the Performance Standard or Attained the Performance Standard on MI-Access.

- Comparison of building, district and state achievement data on state assessments and other indicators of AYP. Other indicators are attendance rates at the elementary and middle school level, and graduation rates for high school.

School Programs

- Accreditation status PA 25 requires that schools report on state accreditation status. Grades for state accreditation under *Education YES!* are expected by July 2003. A school may also report on accreditation by the North Central Association Commission on Accreditation and School Improvement or another specialized accreditation authority approved by the US Department of Education (PA 25).
- District pupil retention data. This is in addition to the data on graduation rate referenced earlier. (PA 25)
- Number and percentage of pupils enrolled in post-secondary programs and/or college level equivalent courses, if the school is a high school (dual enrollment) (PA 25).
- The status of the core curriculum and the school improvement plan (PA 25).

Staff

- The professional qualifications of teachers in the district, the percentage of teachers teaching with emergency or provisional credentials, and the percentage of classes not taught by highly qualified teachers, disaggregated by high-poverty compared to low-poverty schools. This data may include the number of teachers seeking to become highly qualified by 2005-06.
- The annual progress toward meeting state objectives for percentage of highly qualified teachers for both the school district and for each individual school building.

Parents

- Information on parent-teacher conference attendance rates is required by PA 25.
- NCLB requires that the district's and school's parent involvement policy be disseminated. While this requirement is not a part of the NCLB report card, the Department recommends that this be done through the combined report.
- NCLB requires that parents be informed of the right to know provisions of NCLB regarding teacher qualifications. While this requirement is not a part of the NCLB report card, the Department recommends that this be done through the combined report.

There is no longer a requirement to address federal GOALS 2000 data in the annual cards. This federal program has been replaced by NCLB.

The school may include additional data, if it chooses. These guidelines are simply the pieces of data that must be included in the report.